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AUTHOR Banks, John
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ABSTRACT

This handbook is intended as a guide and point of reference for improving equal opportunities for girls and boys at school. It contains many examples and suggestions for positive action for girls that are drawn from European experience. Focuses are the need to improve access to education and training opportunities as well as the more difficult task of changing attitudes. Four chapters each cover a different part of the education system. The two chapters on primary schools and secondary schools consider the roles and responsibilities of teachers, administrators, publishers of teaching materials, and parents. The chapter on transition from school to adult and working life offers suggestions for the roles and responsibilities of teachers/trainers, administrators, publishers of career education materials, counselors, and parents. Suggestions for teacher training are offered in the final chapter. Each chapter concludes with a list of references. (YLB)

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EUROPEAN COMMUNITY

ACTION PROGRAMME

TRANSITION OF
YOUNG PEOPLE
FROM EDUCATION
TO ADULT AND WORKING LIFE

Working Document

PROGRAMME INFORMATION OFFICE
IFAPLAN BRUXELLES
SQUARE AMBIORIX 32 · B · 1040 BRUXELLES
TEL. 02 · 2307106

ACTION HANDBOOK:
HOW TO IMPLEMENT GENDER EQUALITY

U.S. DEPARTMENT OF EDUCATION
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1 INTRODUCTION

INTRODUCTION

The publication of this handbook is the first in a series of initiatives to be undertaken in the framework of the new Community action programme to promote equal opportunities for girls and boys in education. The programme was adopted by the Council and Ministers of Education on 3 June 1985.

The need for action of this kind was identified at the high level conference on equal opportunities held in Brussels on 27-28 November 1984 at the initiative of the Irish presidency of the Council. The conference brought together Ministry officials, representatives of Equal opportunities agencies in Member States, a range of experts including those involved in the Community programme on the transition of young people from education to working life, and also Members of the European Parliament.

Despite general provisions for equal treatment in education and training, girls tend still to make "traditional" educational and vocational choices, opting in greater numbers than boys for general as opposed to technical education, pure science as opposed to applied science, shorter vocational courses as opposed to fully-fledged apprenticeships with on-the-job training. Generally, they restrict themselves to a very narrow range of careers, many of which offer poor employment prospects or are being transformed as a result of the introduction of new technology.

If young women are to play an equal role in a technology-based economy in the future, they will need to be nurtured into a "technological culture" early in their school careers. Positive action for girls and young women needs to be pushed energetically at all levels of education - to change attitudes, to raise the awareness of all those involved in education and to encourage girls to make full use of the opportunities offered to them.

This handbook contains a great many examples and suggestions for action drawn from European experience. It concentrates on the need to improve access to education and training opportunities, as well as the more difficult task of changing attitudes. It is divided into four main chapters, each covering a different part of the education system.

The handbook should serve as a guide and a point of reference. Differences in the structure and management of Europe's education systems, as well as their cultural variations, will of course determine how and to what extent the ideas contained in the handbook can best be implemented. However, whether the handbook is used in its present form or in a form adapted and developed to suit national circumstances, I hope that it will make a useful and practical contribution to work in each Member State on improving equal opportunities for girls and boys at school.

P. D. Sutherland
Member of the Commission
of the European Communities

2 PRIMARY SCHOOLS

2.1 TEACHERS

> 'The break which must be made with the past is one which concerns everyone and especially those women to whom the education of children is confided. This rupture does not consist in shaping little girls into a masculine mould, but in ensuring that each individual is given the possibility of developing in whatever way suits them best, independently of the sex to which they belong.'
>
> (Belotti, E.G., Little girls. Writers and Readers Publishing Co-operative 1975)

Early childhood is a period of rapid intellectual growth when many skills are developed and attitudes formed. The child is like a sponge that soaks up all that the environment has to offer. It is a period when the child learns to see him/herself in relation to other children and to adults other than parents. The transition from home to school is every bit as difficult as the later one from school to working life, and arguably more significant. For it is at primary school that a child's previous experiences, in the home or in pre- school groups, are either re-inforced or broadened. And this is particularly true of the child's experience of male and female roles and how behaviour patterns and expectations are divided into those which are "appropriate" for boys and those which are "appropriate" for girls.

The general aim of primary education is to help children develop a wide range of skills and abilities, to broaden their experience, and to involve them in a variety of educational activities.

To suggest, therefore, that the curriculum of primary schools is stereotyped and even sexist is difficult for some to accept. But closer observation of the activities offered, how the children are organised and managed in the classroom, and the books, toys, games and equipment that are available, show that the little boy's experience of primary school is very different from the little girl's, despite the same curriculum being available. Teachers still unwittingly re-inforce the distinction between boys and girls by the way in which they organise the classroom, or talk to the children:

> '- Can I have two strong boys to help carry this table?
> - Here's a picture the girls will like. It's a wedding.
> - Is there a sensible girl to carry my bag for me?
> - Let's have a big boy to be soldier.
> - The girls are behaving so nicely they can come and choose first.
> - Now then, big boys don't cry.'
>
> ('An Equal Start, Guidelines for those working with the under-fives.'
> Equal Opportunities Commission. U.K. May 1984.)

Given the very great effect that teachers have on children of this age, it is crucially important that teachers are aware of everything they do and say and the effect that it may have on the children in their care. Girls and boys who, when choosing activities, consistently make stereotyped choices of activities or toys or games, need to be guided towards trying out something different. Men and women learning to live and work alongside each other begins in primary school; learning subservient and dominant roles also begins here.

TABLE 1 CHILDREN'S CHOICES OF PLAY

Activity chosen by	Age group 3-5 (Nursery)		Age group 5 and over (Infant)	
	boys	girls	boys	girls
	%		%	
Wendy house/Home corner	42	58	34	66
Dolls' house	46	54	22	78
Constructional play	64	36	66	34
Bricks, cars, trains	69	31	73	27

(Source: Unpublished survey by local authority working party, Manchester, 1981)

Play activities in the primary school are important for a child's social and educational development. Games, toys and play materials are frequently sex-typed, and, even before they start primary school, girls and boys have learned to associate things with one sex or another. Playing with dolls provides different kinds of experiences and develops different kinds of skills from playing with cars. Encouraging boys to play with dolls and girls to play with cars is not some perverse form of role reversal, but an attempt to give young children various experiences and opportunities to develop as wide a range of skills as possible. Children may not choose to play with toys, or games associated with the other sex, if they have not been available at home, or encouraged to do so by parents. Primary school teachers can play an important role in encouraging boys and girls to explore new areas of experience:

- encourage every child to try out new activities
- observe every child to make sure she/he explores new roles and activities
- observe play patterns and keep a checklist of children's choices and activities
- introduce new toys, games, subject, materials in a non-sexist way
- aim to develop children's spatial skills as well as their language and numeracy skills.

If a school has play/recreational areas, where children play during breaks or during the lunchtime, it is important to make sure that these areas do not become the "territory" of one sex or another:

- if there is an adventure playground area, make sure that girls as well as boys can, and do, use the space
- provide quiet play areas with plants, flowers and small seats to be used by boys as well as girls
- make sure it is not always the older girls who are assigned to looking after younger children; encourage boys to take the same share of caring.
- ensure that games are not confined to one sex, and that boys are encouraged to learn the skills involved in girls' team games. [1)]

Studies [(2)] [(3)] on the role of children's games in their social and educational development showed that boys tend to play outdoors more often than girls, play in larger groups, more often play competitive games and play in groups of differing ages. These studies seem to demonstrate that boys' games provide a form of training in the kind of social skills they will need for employment and careers outside the home, whereas the games which girls traditionally play tend to develop the social skills required to run a small family unit. In order that both sexes can develop both types of skills, girls may benefit from taking part in large-scale outdoor games with an element of competition, and boys may benefit from the experience of working and playing together, co-operatively in small groups.

Without any positive intervention during childhood, 10-11 year olds, particularly boys, are frequently extremely conformist and conventional, and firmly believe that social roles (i.e. male and female roles) reflect social tasks and duties.

- boys and girls should be encouraged to share classroom tasks such as clearing away, preparing materials, or moving furniture. Boys and girls should also share equally in running messages, receiving visitors etc.

But most young people of 10-11 are also old enough to understand issues of discrimination, prejudice and stereotyping:

- role reversals and non-traditional role models can be introduced into drama, fiction and science fiction, as a way of introducing the theme of sex discrimination and stereotyping to this age group.

The organisation and day-to-day management of schools and the classroom can do much to re-inforce or counteract stereotyping: for example, the separation of boys and girls for organisational convenience, different rules applying to boys and girls, and the allocation of different tasks and responsibilities to boys and girls, and male and female staff.

- Avoid dividing children into "boys" and "girls" when organising children into groups, for taking turns, choosing teams for games, carrying out tasks in the classroom, or for physical education lessons, or for any activity;
- train girls to lift and carry, boys to tidy up and help smaller children;
- introduce mixed sports and let girls and boys of this age change together for physical education in mixed groups

Even at the primary school stage, boys often demand more than their fair share of the teacher's attention. The aware primary school teacher will recognise this and make sure that a balance is maintained;

sometimes a video film of a morning in the classroom can reveal some interesting patterns of behaviour on the part of boys and girls.

A well organised primary school classroom is one in which all the children are actively involved, even absorbed, in the task in hand and one where all have a fair share of participating in the activities. A checklist of points for monitoring might include:

- are boys and girls working together harmoniously?
- is the atmosphere of co-operation rather than competition?
- is it a class where attitudes are discussed and an attempt made to broaden the attitudes of the children?

'There are clear indications that many girls at primary school develop their technical, three-dimensional and mathematical skills less than boys. This puts them at a special disadvantage in secondary school, particularly in subjects like mathematics, physics, chemistry and technology, but also in creative subjects. It follows that situations ought to be created at primary school which make participation in three-dimensional and technical activities attractive to girls as well as boys.'

('How free is free choice?'
Final Report of the Advisory Group for Free Choice for Girls and Boys in Primary and Secondary Education in The Netherlands 1983)

Since it is in the primary school where boys' and girls' interests and activities begin to diverge, efforts to encourage girls' interest in technical subjects should begin in the primary school. Girls should be encouraged to play with constructional toys and materials. When science is introduced as a subject, and includes simple experiments and projects from the physical and chemical and biological sciences, girls should take an active part in them.

Practical craft work in primary school which has a strong art element and is organised so that boys and girls can do different activities is likely to be a very inadequate foundation for helping girls to develop an understanding of manufacturing and technology. It is also likely to reinforce the boys' domination of manual craft activities.

- crafts taught in primary school should be broadened to include more design and technology elements, and technology project work should be designed to encourage the participation of girls as well as boys.

"We can do it now" is a report of a technology project carried out in a primary school in Devon, U.K. The project began by establishing a workshop and the aim was to design and construct devices which could perform some practical function. Technology was presented to the children as something that involves people as well as things, and the design process as being concerned with solving problems by making something. Girls were found to be just as interested, involved and active as the boys and, generally speaking, more capable.

Report published by the Equal Opportunities Commission, Quay St. Manchester M3 3HN

Creative skills, developed through art and craft subjects, are not only important for leisure pursuits; they are becoming increasingly important occupational skills. The link between creativity and new technologies is a strong one, for it is not the existence of new technologies that will create wealth, jobs and new kinds of employment, but the imaginative and creative use of that technology. In addition, artistic crafts, such as knitting, weaving, sewing and needlework are also effective ways of developing fine motor skills and fine co-ordination. It is not difficult to imagine that, in a world of "micro-parts", these skills may become more important and highly valued.

"Teaching materials

1) Strenuous efforts must be taken to work towards the elimination of sexism in all teaching materials (text books; videos; worksheets; teaching displays, etc.).

2) The Education Authorities, in consultation with teachers and parent representatives, should draft and circulate guidelines for the recognition of sex-stereotyping in teaching materials. A 'code of good practice' should be drafted for obligatory use by educational publishers and producers of schools TV, etc. Girls and women should be represented in a wide range of roles and occupations, while boys and men should be equally represented with girls and women in family and caring roles.

3) Seminars should be held at local, regional and national levels to sensitise parents to the detrimental effects of role stereotyping for both girls and boys, and to encourage the development of more positive attitudes and behaviour.

4) A conference should be held at Community level to examine:

a) the problem of stereotyping in educational materials and curricula, and the development of de-stereotyping practices;

b) the revision of curricula so as to include women's perspectives and experiences."

('Equal Opportunities for girls and boys in education' Report of the Conference on equal opportunities held in Brussels, 27 and 28 November 1984)

Sexist words and images are those which present a negative or inferior view of women, i.e. they discriminate against women. Stereotyped words and images present a restricted view of the role of women, or suggest that one type of role applies to all women, e.g. all women are mothers.

Both sexist and stereotyped words and images are all around in daily life - on posters in the streets, in newspapers and magazines and on the radio and television at home. They also appear in schools in primary readers, games and songs, in subject textbooks, videos, on school television and radio programmes and on displays on the walls of the classroom.

Because stereotypes appear so frequently they are often mistaken for the reality. An early reading book, which shows a family in which father goes out to work all day and mother stays at home, is not the reality, for many young children in Europe. All stereotypes limit our understanding of the world in which we live. One of the main functions of education is to broaden understanding of the world, to enrich the individual experience of the child with a knowledge of what goes on beyond his/her limited experience. Teaching materials need to show that men, as well as women, undertake a range of domestic responsibilities, that both men and women do not always marry each other and raise families, and that women and men are employed in a wide range of jobs.

If children learn at an early age that boys do different things from girls and that the sex, rather than individual talent or interest of a person, determines their life pattern and choices, they are conditioned to seeing themselves in the same light.

Girls who are surrounded by images of women that are passive and not as active and dynamic as boys, learn that this is appropriate behaviour. A child begins to learn from the moment it is born and life choices - educational, vocational and personal - are based on these early learning experiences.

"LE PRIX ALICE", a new prize for children's literature was announced by the French Minister of Women's Rights in 1984. "It is urgent", said the Minister, "that we have a new kind of literature for our children - without sexism and one which shows a world where girls are able to discover their freedom. I know it will be difficult for the jury for the Alice prize to find such books. I hope the prize will serve to encourage their publication".

In all Member States, somebody is responsible for writing, publishing and, in some cases, approving, teaching materials for use in schools. These are key people for bringing about change in school books. Identifying who these people, or agencies, are, is a first step. Persuading them to adopt a policy or guidelines, on sexism and stereotyping in school books, is the second step.

In 1984, the Greek Ministry of Education provided a new series of textbooks for use in primary schools. Particular attention was paid to ensure that the illustrations did not present sex-biased stereotypes of girls and boys.

In May 1984, the Irish Department of Education published 'Guidelines for Publishers on sexism and sex-stereotyping in primary school textbooks'. The Minister of Education met with the Irish Educational Publishers Association to introduce the guidelines and press for their adoption by the publishers.

Address: Department of Education, Marlborough St., Dublin 1, Ireland

In 1984 two reports on girls and women in textbooks were published by the governments of the Federal states of Hamburg and Schleswig-Holstein. Both reports come to the conclusion that girls and women are still frequently presented in the traditional role-sets and that sufficient identification patterns for girls are often missing. The governments of Hamburg and Schleswig-Holstein have sponsored these research projects with the intention of developing criteria for the approval of text-books for schools.

1. "Das Frauenbild in Schulbüchern", by the Parlamentarischen Staatssekretärin für Familie und Soziale Verbände im Sozialministerium, Brunswickerstr. 16-22, 2300 Kiel.

2. "Die Darstellung von Mädchen und Frauen in Hamburger Schulbüchern," Report and Papers Nr. 733, published by the Staatlichen Pressestelle der Freien und Hansestadt Hamburg, Rathaus.

'Progetto Donna' is an Italian research project on sex-stereotypes in text books which began in 1984. Priority is being given to primary school text books. The project will draw together research on stereotyping and will suggest strategies for awareness-raising, and modifications to be incorporated in the new educational guidelines for primary schools.

Address: Commissione Nazionale Parita, Via de Tritone 46, 00871 Rome, Italy. Tel. (Rome) 6781660.

Checklist for Teaching Materials

- In fiction (particularly in early readers) is there a balance of male and female characters? Are there female and male hero/ines?
- Are the girls only shown as prettily dressed, always at home or only playing with dolls and domestic related toys?
- Are girls looking on while boys are involved in interesting activities or adventures?
- Are girls being instructed by, led by or rescued by boys?
- Are one parent families, family communities and adults who have chosen not to marry, presented favourably?
- Is reality distorted by showing only women in the home and never working outside?
- Do males take an active and competent part in housekeeping and child rearing?
- Are authority figures, administrators and people employed in professional and technical jobs always male?
- Are 'masculine' pursuits and qualities given more prominence and valued more highly than 'feminine' interests?
- Are sensitive boys labelled 'cissies'?
- Does the language allocate social roles e.g. housewife (consumer, parent): businessman (business executive): foreman (supervisor): statesman (leader)?
- Does the language delineate career prospects? e.g. policeman (police officer): meter maid (traffic warden): cleaning lady (office cleaner)?
- Does the language imply that women are dependent upon male initiative or even owned by their husbands or fathers?
  e.g. "pioneers moved west taking their wives and children with them".
  "Mr. Jones allows his wife to work part-time".
  "Describe the way of life of Kimo and his family".
- Are the characters limited to stereotyped emotional responses?
  e.g. 'she wept', 'he showed a brave face'.
- Pictures and photographs used for display and discussion and games such as jig-saw puzzles could also be checked in the same way.

2.4 PARENTS

Parents are the most important, continuing influence on young children and it is with parents that children spend the most formative years of their lives, from 0 to 5/6 years. Parents, like teachers, administrators and other professionals involved in education, can unwittingly re-inforce stereotyping. The comments addressed above to these other target groups apply equally to parents.

Parents often assume that differences between boys and girls are inborn and find it difficult to believe that their sons and daughters are not born into sex roles, but socialised into them.

> 'What a clever little chap!'
> 'Who's a pretty girl?'
> 'Be a good little girl!'
> 'Who's a strong little fellow?'

Children learn from their parents: boys model themselves on their fathers and learn about women from their mothers; girls model their behaviour on their mothers and learn about men from their fathers. All young children, girls and boys, aim to please and learn to behave in ways which are seen as "appropriate". Little boys may enjoy dressing up and playing with make-up, but if they are told that it is not for little boys, they are already beginning to learn that adults expect different behaviour from boys than from girls. Parental influence in the learning of sex roles does not end when their children go to school; indeed when the attitudes and expectations of home re-inforce those learned at school, the chains of stereotyping become even more firmly fixed.

- Greater dialogue is needed between home and primary school so that parents are involved in the schools' efforts to overcome stereotyping
- if parents understand the reasons behind proposed changes, they are more likely to be supportive

- parents can be made more aware of the ways in which books, toys and activities re-inforce stereotypes.

Do the books and stories you read to your children:

often or sometimes show	or almost always show:
- mothers working outside the home, cleaning the car or mending a fuse	mothers at home engaged in domestic work
- fathers caring for children or cooking	father going to work, mending the car, gardening
- girls as active, strong, leading	girls as dependent, good, helpful
- boys as caring, helpful or needing help	boys as leading, active, naughty
- all kinds of work being undertaken by men and women?	that jobs are closely related to sex, for example male doctors, airline pilots; female nurses, cleaners, secretaries?

It is not always the case that parents have something to learn from teachers. Often it can be the other way round. In many Member States, parents' organisations are very active in voicing their opinions and calling upon school Heads and Administrators to remove sexism from the classroom. Parent representatives and individual parents can achieve a great deal by asking teachers and policy makers what strategies they are using to overcome stereotyping and how they are putting equality of opportunity into practice. Parents also have a right to know if and how teachers of their own child/children are dealing with the problem:

A Parent's Checklist:

Is my child

- encouraged to try out new activities?
- observed to make sure s/he explores new roles, activities?
- introduced to new toys, games, subjects and materials in a non-sexist way?
- helped to develop his/her spatial skills as well as language and numeracy skills?
- prevented from taking part in certain games because of his/her sex?
- treated the same as other children of the opposite sex?
- actively involved in learning in mixed groups, where boys and girls learn to work together co-operatively and harmoniously?

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2) Hart, R., 1978 "Sex differences in the use of outdoor space" (in B. Sprung Ed. Perspectives on non-sexist Early Childhood Education.)

3) Saegert, S., and Hart, R., 1978. "The development of environmental competence in girls and boys" (in P. Burnett Ed. Women and Society.)
Chicago Maaroufa Press.

3	SECONDARY	SCHOOLS

> "Teachers, the school organisation and peer influence vary in the extent to which they create possibilities for exploration of alternative role models, with some schools being able to create an arena of achievement for girls... Other schools re-inforce conventional roles .... one must conclude, therefore, that it is not the mere existence of co-educational schools that is important, but the way co-education is used and managed to achieve gender equality.
>
> ('Equal Opportunities for Girls in Education. The need for positive action'. Brussels conference 27-28 November 1984, main conference document, by D.F. Hannan)

Undoubtedly problems can arise in co-educational schools, as they can in single-sex classes. Co-education, still seems to offer the best chances of achieving equal opportunities. Teachers need, however, to discover how effectively they are managing mixed classes and groups:

- Are girls and boys asked the same number of questions by the teacher?
- Are girls and boys reprimanded equally?
- Are girls and boys praised equally?
- Do girls and boys attempt to gain the teacher's attention equally often and in the same ways?

- How do girls and boys interact with each other?

- Does the behaviour of pupils vary between different subjects?

- Do the courses - content, teaching methods, teaching style and organisation - correspond to the needs of the pupils? Has the content been checked to make sure it is not biased towards one sex, to make sure the teaching style is appropriate and does not deter one sex, and are mixed groups for practical work organised in such a way that boys and girls don't play traditional roles, e.g. that boys aren't always in charge of the experiment, while girls do the clearing away?

Girls' lack of involvement in science and technology at secondary level is particularly serious, given the importance of these subjects for career opportunities, as well as more generally in adult life. For those girls who have been conditioned to believe that these subjects are not appropriate for them, too difficult, not useful after school, or unnecessary for the kind of job they want, positive intervention is needed. The following might be a useful framework for drawing up an intervention programme:

- Give credit for the skills girls have acquired and look for the relevance of these skills to science and technical subjects.

- Teachers need to be aware of different learning styles of their pupils. If girls appear to show a lack of confidence in their ability to do science, teachers must respond adequately - guided discovery methods may be more suitable for the less confident learner, than open-ended teaching.

- Provide a supportive classroom atmosphere. Decide whether it might be better to encourage competition or to create a friendly and relaxed atmosphere.

- Make examples relevant to girls' lives.

- Discuss the social implications of science.

- Stress the practical applications of theory.

- Use books and teaching materials which include females.

- Examine timetabling to make sure that the options offered do not discourage girls from pursuing science, or choosing physics and chemistry.

- Invite women scientists to visit school. Attractive role models are important.

- Discuss women scientists.

- Are the courses organised in such a way that everyone has equal access? (e.g. craft, design and technology may be offered to girls, but if space and equipment is limited, are boys given first priority?).

> 'In May 1984, the Ministry of Women's Rights, France held a high level conference in Toulouse on Women and New Technologies. In the dossier, Yvette Roudy, Minister of Women's Rights, draws attention to the astonishingly small number of women involved in micro-electronics, information technology and bio-technology - from 0,4% to 1,6%.
>
> (Femmes et Hautes technologies, Toulouse, 20-25 May 1984)

The introduction of computers in schools via mathematics or "space invader" type games does little to attract or motivate girls to develop basic computer skills. Positive action is needed again.

Suggestions for motivating girls to want to learn about computers:

- Launch an awareness campaign that focusses on how computers are useful tools for everyone, not just "brainy, mathematical whiz" types.

- Encourage parents to involve their daughters with computers by providing opportunities for home use, computer clubs or evening classes.

Suggestions for increasing the amount of time girls spend using the computer:

- Ensure equal access to computers. Avoid procedures that are first-come, first-served or that are controlled by students.

- When pairing or grouping students to work at computers, divide the time, so they take turns entering information. Avoid placing an aggressive student with a passive one. Arrange chairs to make it easy to alternate operators or to share keyboard use.

- Assign a slightly larger number of girls than boys to assist with computer-related tasks such as moving equipment, maintaining it, as teacher aids, etc...

- Ensure that enrolment in optional computer science courses is balanced between boys and girls.

- Reserve blocks of non-class computer time (e.g. lunchtime or afterschool) for girls only.

Suggestions for improving the quality of the time girls spend using the computers:

- Give girls plenty of successful hands-on computer experiences in primary school before stereotypes encourage them to avoid computers.

- Provide a variety of computer activities within a course to appeal to different interests.

- Evaluate all software to be sure it is free of gender bias. Girls are often unattracted to computer games that stress aggressive competition.

- Use content from all subject areas in introductory computer classes.

- Introduce word processing as a tool for writing to be used by everyone, not just secretaries.

It is necessary to look at all subjects in the curriculum to identify sex bias in content, teaching materials and presentation of the subject. A History syllabus which takes no account of women in history, or of the struggle for women's rights is biased towards the male sex.

Physics experiments, aimed at interesting boys only, discriminate against girls. The way in which Home Economics is taught sometimes assumes that it is only girls who are interested and competent and thus has a sex bias towards females. Approved texts for the study of literature invariably, and rightly, include the classics, but so often these are classics written by men; female writers of the classics are often ignored, despite the fact that literature is an area in which women traditionally excel. A further problem is posed by the fact that many classics - written by men and women - are sexist and the aware teacher needs to know how to point this out to students and to encourage them to question the sexism and stereotyping underlying the characters and the plots. Far from being banned or considered unsuitable, these books provide good material for the aware teacher to raise the issue of sex stereotyping and discrimination against women.

- It is important that teachers understand what is sexist and stereotypical in the subject they teach and the books they use.

- Teachers need to develop strategies to counter sexism in school subjects and to point out examples of sexist words, images and content to students.

'Although girls go through school more quickly and more successfully than boys, they clearly lag behind boys in mathematical and scientific subjects. This is because of social expectations and the resulting inner orientation of girls, and not because of innate ability, as investigations have proved. Girls often develop the beginnings of a disinclination towards technical things at an early age, which in the long run tends to have a negative effect as far as their later career is concerned. Home and school should strive against this development from an early stage.'

(From a press statement issued by the Federal Ministry for Education and Science, Federal Republic of Germany, December 1984).

Many ways of organising schools and dividing pupils for the purposes of instruction exist in the various education systems of the Member States. Pupils can be divided by ability into academic, technical and vocational schools, or into streams within one school. Parental choice or the interests of the child may be the deciding factor. There still exist some schools which divide pupils according to sex. Even within comprehensive schools, pupils have to be divided in some way into manageable teaching groups: alphabetically; according to interest ability in specific subjects; or by student choice. A wide variety of curriculum packages has to exist to cater for these different groups of pupils. If only one curriculum package were available, it would be possible to ensure that boys and girls followed the same courses at secondary level. In all Member States, the term 'compulsory education'

refers to the number of years that education is obligatory, not to the compulsion to follow one fixed curriculum.

Whether the choices are made by the individual student, by teachers, by the local authorities or by parents, there is always an element of choice in the curriculum paths that young people follow at secondary school level. It is at the moment of choice that teachers, local authorities, parents and girls may fall back on stereotyped patterns.

> 'The attitude continues that education and training is of less importance for girls than boys. Many parents still view their daughter's main career as marriage and motherhood, and investment in education and training is a waste of time and money - a view which, in turn shapes the attitudes of girls themselves .... It may be the strength of such attitudes which prevent the écoles renovés (reformed schools) having any substantial impact on the education and training of girls, though their flexible organisation and more up-to-date methods could potentially improve the opportunities for girls in Belgium.'
>
> (Vanderhaeghe, A., Travail Féminine Minorisation, Contradictions. Bruxelles, 1975).

In some cases, a choice may not even be available. For example, if girls want to enter technical fields such as engineering or craft apprenticeships, they must have access to courses in secondary school in physics, mathematics, woodwork, metalwork, technical drawing, computer studies and chemistry. Often these opportunities simply do not exist: in some single sex girls' schools for example, or in arts/language biased academic schools, or in small rural schools. Even in schools where such courses are available, limits on equipment, or teaching time, may result in the school operating a 'boys-first' policy.

While single sex girls schools may present problems of access to certain courses, and lack of workshops or laboratory facilities, single sex boys schools may present problems of a different kind.

> "In September 1982, I found myself, as a result of re-organisation of secondary schools in Manchester (UK), in my present school, designated an all boys comprehensive. The atmosphere which I walked into was unbelievably sexist and oppressive. The boys found it very difficult to adapt to working with women teachers. Most of their sensitivity was hidden behind a united macho front".
>
> (Secondary school teacher in Manchester, U.K.)

Co-educational schools also have their problems: it is possible that boys dominate and claim more of the teacher's attention by aggressive behaviour. It is necessary to manage these situations carefully. In case boys and girls have different learning styles and respond differently to various teaching strategies, methods have to be developed which help to avoid a polarisation of the sexes.

Unless carefully managed, mixed learning situations can benefit boys more than girls [1] and lead to a polarisation of the sexes which defeats the object of co-education. A number of reasons have been put forward to explain this. Boys and girls have different learning styles and respond differently to various teaching strategies and teacher styles. Teachers appear to unwittingly adopt practices which encourage boys and, at the same time, discourage girls, particularly in mathematics and the physical sciences [2].

The attitudes of the staff and their relationships within the school provide children with models of authority and subordination. If it is always the male teachers who discipline the boys, even if the Head is female, children will soon become aware of the hierarchy in the

school. This is a difficult issue and needs to be discussed by the staff in a school, formally or informally, in order to suggest ways of making sure that women are seen by children as equally competent and authoritative.

Effective strategies need to be developed by the school, or education authorities, to ensure that the organisation of the curriculum, the school management and teaching methods and, in particular, the science, technology and mathematics teaching in the school, do not disadvantage girls.

> 'Early educational and vocational specialisation should be strongly discouraged. A Core Curriculum should be provided for all pupils up to the age of 16, so as to ensure that further education and vocational training is not restricted to, or limited by, premature initial choices. The Core Curriculum should stress the importance of a broad general knowledge in a range of areas including: humanities, sciences, design and technology, social and life skills.'
>
> ('Equal Opportunities for Girls in Education. The need for positive action'. Brussels Conference 27-28 November 1984. Main Conference Document by D.F. Hannan).

Although theoretically girls and boys have equal access to the same range and combinations of subjects, analyses in some Member States reveal clear differences between the curriculum most girls actually follow and the curriculum most boys follow.

In some education systems, a common curriculum has been introduced by stipulating the amount of time to be spent on each subject and by issuing guidelines on the curriculum content to be covered in each subject, in the different types of schools.

The way in which subjects are organised in the curriculum, combinations and options arranged and different levels of courses offered may contribute towards these differences between girls' and boys' secondary education:

- Is the same range of subjects offered to boys and girls?

- What is done to make sure that boys and girls take full advantage of what is offered to them? Is counselling/guidance provided on the effect of certain subject choices? Are students warned against choosing "weak" combinations of subjects, i.e. those which provide little opportunity for going on to further education or training?

- Are remedial classes/extra help provided to bring pupils up to standard in skills which may be lacking?

- Are traditional 'male' subjects timetabled against traditionally 'female' subjects (for example requiring students to choose between home economics or technical drawing, or a choice of one science out of physics, chemistry and biology.) Are efforts made to guide girls and boys towards non-traditional subjects?

- Does the timetabling of subjects ensure maximum flexibility in subject combinations to avoid rigid channelling at an early age?

- Are sciences and mathematics part of a core curriculum which must be followed by all pupils - boys and girls - of different levels of ability?

- To what extent is girls' participation in different subject areas monitored either within the school, the local authority or nationally? The monitoring and analysis of subject choices by boys and girls, and their performance in school examinations, are important data for identifying whether any changes are taking place with regard to the sex bias of school subjects.

- Employ more women to teach physical science.

- Provide more women, whether teachers or adults from outside the school, as computer teachers.

- Help teachers to understand reasons why girls avoid computer courses and give them strategies for guiding girls into these courses.

As new subjects (technology, computer literacy, vocational studies, health and social education) and new curriculum programmes for special groups of pupils are introduced into school, check that:

- girls have equal access to these new subjects and programmes and that girls, as well as boys, are motivated to participate, e.g. by making the content 'girl friendly'; or by using female teachers to introduce the subject/programme to the girls.

- demonstrate clearly the relevance of these new subjects to the girls' adult and working lives.

- make special arrangements to ensure the participation of female teachers in in-service training for these new subject areas.

- monitor the take-up rate and active participation of girls in these new subjects and programmes.

The Ministry working committee on planning in education made a recommendation in spring this year on "Science and technology in the school curriculum". The working committee pointed out that girls and women require extra help. We should therefore strive towards the following:

- girls should be actively encouraged in everyday school life and in the learning process to become involved with science and technology;
- girls should be presented with examples of women who have been successful in the fields of science and technology, so that they too should feel motivated to learn and pursue a career in science and technology;
- girls should be made acquainted with technical matters through industrial visits, industrial fieldwork and work experience in industry;
- we should examine the scientific and technical training of girls and women and their choice of career at teaching-training level;
- we should offer young women more opportunities of training for industrial and technical jobs;
- we should make widely known and to put into practice the lessons learnt from our pilot projects on "Careers for young women in the industrial and technological world."

(Extract from a press release from Dorothée Wilms, Federal Minister of Education and Science, Federal Republic of Germany. December 1984).

3.3 PUBLISHERS OF TEACHING MATERIALS

Teaching materials - books, worksheets, posters, radio and television programmes and computer software - continue to shape the attitudes of young people as they pass through school. Just as primary school children are introduced to the world through early reading books, secondary school pupils are introduced to knowledge and ideas in the different subjects through textbooks and teaching materials. It is a fundamental principle of equality that knowledge and ideas are not presented in a sex biased or discriminating way, for it is this knowledge and these ideas which will form the young person's view of the world and her/his attitudes as an adult. Publishers of teaching materials and those who approve teaching materials for use in the classroom play a crucial role in ensuring that sexism is gradually eliminated from books and materials and in developing non-stereotyped, balanced curriculum materials.

'Pour une école non-sexiste' is a French organisation founded in 1980, and which has produced, for the Ministry of Women's Rights, a teaching package drawing attention to sexism in school books.
Address: 14, Rue Cassette 75006 Paris, France
Tel.(Paris) 548-86-05

'Changeons les livres' began to work in 1979 on sexist images in primary school text books and is now also concentrating on secondary school books. During 1984, the Association began to disseminate its results to schools, associations, cultural centres and any other interested groups in Wallonie and Bruxelles.

Address: 29, Rue Blanche, 1050 Bruxelles
Tel. (Bruxelles) 538-67-61

Resource banks or libraries of non-sexist materials and books would be useful for teachers, or those responsible for approval of teaching materials, to provide supplementary material. Ministries, local authorities or groups of schools could draw up lists of non-sexist reading books and teaching materials.

Sponsored by the Northrhine Westfalian Ministry of Work, Health and Social Affairs (Department of "Equal Chances for Women") an annotated bibliography "Herrin - Traumfrau - Arbeiterin" (Oldenburg 1984) was published, which deals with women's roles in the subject of German language and literature at schools, is to be supplementary to traditional teaching material.
The report by Frau Prof. Nave-Herz will be distributed to all schools in Northrhine-Westfalia.

In the Netherlands, the Ministry of Education has recently proposed that a central library of teaching resources be established which would include curriculum materials which present non-stereotyped images of males and females.

Government sponsored (i.e. public funded) curriculum development projects could build in to their conditions for financial aid, a requirement that any materials produced are free from stereotypes and, where possible, have a positive approach, for example:

The french-speaking Commission for Culture in the Bruxelles area (Commission francaise de la Culture de l'agglomeration bruxelloise) has recently announced a competition for the best non-sexist text book. The prize consists of money and the patronage of the Commission.

In the EC Transition pilot project in Modena, Italy, special efforts are being made to improve foreign language teaching to prepare young people for employment in the expanding tourist trade in the area. New materials to teach grammar and vocabulary in the French language, focus on the issue of sex roles in society, discrimination and the achievements of women as the subject matter. Address: Provveditorato agli studi di Modena, Via Rainusso, 100, I-4100 Modena

The development of resource material for secondary school teachers on sex roles and gender equality has been a major priority for the EC Transition pilot project in Shannon, Ireland.

Address: Curriculum Development Centre,
St. Patrick's Comprehensive School, Shannon,
Ireland.

With the development of software programmes for use with schools' computers, special attention needs to be paid to whether these are designed to appeal to and interest girls as much as boys. Learning games based on fighting, wars and driving cars may attract boys to play on the computer, but not girls.

Checklist for Secondary Teaching Materials

- Are women presented as:
  authors in literature anthologies?
  scientists in science books?
  leaders, reformers, pioneers, etc., in history books?
  managers in business education books?
  or only as homemakers, secretaries, elementary school teachers, telephone operators, clerks?
- Does the author make generalisations about "man". Does "man" mean "human", or "male"?
  If it means males, is equal coverage given to "women"?
- Does content focus as often on females as on males?
- Does the material portray females and males of diverse social and cultural groups, with their similarities and differences, in such a way as to build positive images?
- How much emphasis is given to traditional 'female' values such as compassion, consideration, tenderness, as opposed to traditional 'male' values such as assertiveness, risk-taking, and strength?
- Are these values offered as ideals for both sexes?
- Are males shown reading, and admired for their school achievement?
- Does the story line show subtle sex-bias?
- Do males have the power and make decisions?
- Do females of minority groups function in subservient positions?
- Are the achievements of girls and women based on their own initiative and intelligence, or is there success due to their good looks or to their relationship with males?
- Is there stereotyping that suggests a negative image of females or of males, or of people of particular cultural groups?
- Is there a balance between illustrations of girls and boys? Do drawings show, for example, obviously male or female hands? Do the examples include women and the sort of topics that girls are interested in? Is the writing aimed at both sexes or does it assume that the reader is male e.g. 'you and your wife'?
- Is the language denigrating or patronising? e.g. "gossip", "shrew", "scatter-brained female", "frustrated spinster", "little woman", "fair sex". Are there unchallenged derogatory statements? 'Just like a woman... Boys make the best architects...'?
- Does the text polarise 'masculine' and 'feminine' characteristics? e.g. 'she was technically gifted but feminine', 'he was a good sportsman but gentle'.

Parents also need to be involved as much as possible in efforts by the school, and by vocational counsellors in equal opportunities work. Change in traditional expectations of schools is more likely to succeed if parents understand the reasons behind the changes.

- Some form of vocational guidance is needed before decisions about secondary school courses are made, so that pupils can begin to think about a wider range of post school options, which may require a different selection of subjects at secondary school level.

- Are parents involved in the counselling and decisions about subject choices?

- Schools' information to parents or official brochures should emphasise efforts being made to offer equal opportunities to boys and girls and actions which are being introduced to counter traditional sex-role stereotyping.

- Special pamphlets could be produced for parents on specific aspects of equality, careers education, subject choice and access to further education and training.

- Parent representatives on school governing bodies/management boards should be encouraged to raise the issues of sex discrimination and its avoidance at school management meetings.

'Getting it right matters' is a brief analysis of why girls should take a wide range of subjects when choosing at 13+. 'Subject Options at School' gives a list of jobs closed to those without scientific and maths qualifications. 'Parents' Guide to subject options,' covers the questions parents should ask at the relevant ages.
Available free from: The Equal Opportunities Commission, Quay St, Manchester M3 3HN

A Checklist for Parents

- Recognise the extent of your influence on how your daughter sees her future, and your need, therefore to understand demands which will be made on her in later life by changing economic and social patterns, for example, that, when marriages fail, women can be self-supporting.

- Appreciate that the same range of "female options" in secretarial/clerical/distributive trades work may not be available in the future, but interest will need to be stimulated in new technology with opportunity to acquire new skills and take up a wider range of jobs.

- Recognise the importance of choosing the right subjects/courses at school. Learn about the combinations of school subjects which widen, and those which narrow training/employment opportunities. If this background is not provided by your child's school, press for it via teachers/headteachers/careers staff/school governors/parent teacher associations.

- Give your child a fair hearing if she/he wishes to study a non-traditional subject, and if the school appears to resist this on the grounds of sex, assert your right for a place for your child on the course, ideally with the co-operation of other parents as several boys/girls beginning a course together will find it easier than one. If the school does not offer the subject to either sex, ask the Headteacher for arrangements to be made for your child to use the facilities of another school/college [3]. Your national Commission, Board or Ministry for Equality will advise you on parental rights.

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2) Ormerod, M.B., and Duckworth, D., 1975. Pupils' Attitudes to Science: A review of research. National Foundation for Educational Research. Slough, U.K.

3) Women's National Commission 1984. The Other Half of Our Future. Report of the Women's National Commission. Ad Hoc Working Group and Training Opportunities for Women. U.K.

4. TRANSITION FROM SCHOOL TO ADULT AND WORKING LIFE

One of the messages to emerge from the first EC Transition to Work Programme is that preparing young people for working life means preparing them for adaptability and flexibility. Working life in the late 20th and early 21st centuries is unlikely to follow a rigid path, but will probably consist of a number of different stages which might include education; training; family responsibilities; personal relationships; domestic work inside the home; paid work inside the home; paid work outside the home; self employment; re-training; periods of unemployment; leisure; adult and continuing education; community or voluntary service. [1) 2)] Whilst this is not dissimilar to the traditional pattern of women's lives, in the years to come, both men and women will need to adapt to this more varied pattern of working life:

- in preparing young people for adult life, skills of home management, budgeting and parenting should be stressed as important skills for all adults.

- preparation for personal relationships should demonstrate the possibility of different styles of adult relationships and more equal distribution of tasks and responsibilities within the home.

- preparation for independent adult life means that girls must be prepared for economic independence (via training and employment) and boys must be helped to develop skills of housekeeping and budgeting for personal independence.

In its advice to the Francophone Ministry of Education in Belgium, 1984, the Commission for Equality in Education proposed that more importance should be attached to sexual and emotional education as a means of changing young people's attitudes about their personal relationships. The Commission suggested the following themes for investigation:

- parental responsibility: moral and scientific understanding of conception and contraception.

- equality of responsibility of the father and mother before the birth of a child, for its up-bringing, and for its personal development.

- distinguishing the types of relationships which reflect equality between men and women.

- identity patterns and their transmission to children.

- identifying traditional clichés, such as the concept that a man and a woman "complete" each other, or "female" or "male" qualities, capacities and roles; the significance of prejudice, stereotypes and traditions.

- the significance of new ideas which reflect a readiness to create equality between men and women (organisation of daily tasks at home and at work, sense of responsibility, sharing of responsibilities).

VIE FEMININE, a group concerned with furthering co-education and equality of opportunities for girls and boys in education has developed a questionnaire to evaluate preparation for adult life courses:

EVALUATED GRID FOR PRACTICAL TRAINING COURSE GIVEN IN MIXED CLASSES, PARTICULARLY THE "PRACTICAL TRAINING FOR DAILY LIFE COURSE"

If you give a practical training course for daily life in a mixed class this year (for example: multi-disciplinary activities and/or multi-disciplinary options in general, technical and vocational education, such as "caring services", biotechnology, "family and social economy", any practical training course that was traditionally a boys' course or a girls' course and that is now given in mixed classes), it would be interesting to check, at the end of the training, whether the following two fundamental objectives have been achieved:

- a more egalitarian behaviour among girls and boys,
- comprehension, by boys and girls, of the techniques and tasks of daily life.

We suggest that you carry out this evaluation with:

- the pupils involved,
- the teachers involved
- colleagues who are not directly involved in this training course and with the heads of schools, and parents (if possible).

Address: III, Rue de la Poste, 1030 Bruxelles

4.2 ADMINISTRATORS

The transition from school to adult and working life, finding apprenticeships and good quality training and obtaining employment, have been a focus of attention for the governments of many Member States for several years. High levels of youth unemployment, combined with an awareness that the quantity and quality of training is directly related to economic success, have brought about new measures and policies designed to encourage young people to plan and aim for a training which will offer them a better chance in the labour market.

A number of Member States have launched campaigns to encourage girls to enter technical training aiming for recognised qualification that will enable them to find stable employment in the labour market:

> On the 20 December 1984, the Minister of Education and the Minister of Women's Rights in France, jointly signed an agreement to increase the number of girls gaining access to scientific and technical training courses; the five year goal is to achieve 30% participation by girls. Within each local education authority (Académie), a designated person will be in charge of developing and animating a guidance policy to encourage girls along scientific and technical routes. The agreement allows the Ministry of Education to augment the facilities and places on these courses in order to be able to take on extra girls. Girls who have already begun traditional training, will have the opportunity to take a 'parallel class', which will re-orient them towards scientific and technical training. Each local education authority will produce an annual report of these policies and measures undertaken and propose new developments for the future.

The Danish Education Ministry, in co-operation with the Labour Ministry, and the Social Partners is preparing an Action Programme to open up technical areas of employment to girls and women.

The Dutch Ministry of Education allocated funds in 1984 to be spent on special information days for girls to increase recruitment of girls to senior secondary technical education.

The Women's Employment Committee, established by the Luxembourg Government in 1980, has called for special efforts to be made to enable girls to gain apprenticeships in technical ("male") jobs. It proposes that this initiative should be undertaken in collaboration with Chambers of Commerce, Careers Services and the Ministry for Vocational Training.

In discussion with the Länder, the Federal Ministry of Education and Science in Bonn will be making efforts towards making technical training colleges (Berufliche Schulen) more open to girls in industrial, technological and scientific areas. The Federal Institute for Employment will accordingly extend the range of courses it offers in vocational training to equip girls for technical jobs in the new technologies. A leaflet published by the Ministry presents the opportunities available and refers to the legal provision for the training of girls and their admission to industrial and technical professions.

Specific actions to improve opportunities for young women in training and apprenticeship could include:

- the setting of targets for participation rates, i.e. that within a specified period of time, the proportion of girls on a particular training course, or in an area of training, will be 10, 20, 30, 40, 50%.

- the setting of targets requires precise plans of action as to how they are to be achieved - what measures are necessary and a timetable.

- special arrangements may be necessary:
  - preparatory courses for women about to start non-traditional types of training.
  - special guidance and assistance during training courses.

- support groups for women training in non-traditional areas, particularly if there are only a few women in the training group, have proved to be effective in improving the performance of women and decreasing the rate of drop-out.

- initial and continuing training measures for girls and women, organised as close as possible to their place of residence. This is particularly important for girls in rural areas and those who are dependent on unemployment benefit.

- active recruitment campaigns to attract girls to scientific and technical areas, as well as to training which will lead to managerial and supervisory posts in traditional areas of employment.

- encouragement of girls to participate in Enterprise schemes, small business schemes and self-employment ventures.

4.3 PUBLISHERS OF CAREERS EDUCATION MATERIALS

Materials used for vocational guidance and careers education are sometimes sexist and almost always stereotyped. A boy may want to follow an occupation in the caring services, as a nurse, pre-school teacher or social worker, but if careers materials do not show boys doing these kinds of jobs, he may well end up choosing a more traditional form of employment, for example, motor mechanic, for which he may not be as motivated and where he cannot use his talents to the full. Equally, careers materials which fail to show women as airline pilots, engineers, chemists and industrial managers might discourage girls from choosing careers which would use their talents to the full.

'Careers education or career guidance should not be discriminatory. Teachers should ensure that they do not discourage pupils from considering non-tradition al careers, either by ridicule or by overstressing the difficulties which the pupil might have to face. All careers literature should be free from sex-stereotyping which can occur not only in the text but also in the illustrations. Examples of any materials considered to be discriminatory should be sent to the Equal Opportunities Commission for Northern Ireland for investigation, and drawn to the attention of the school authority.'
(Equality in Education: Are you providing it?
Northern Ireland Equal Opportunities Commission, 1984.)

In both Ireland and Denmark special attention has been paid to the careers films and videos produced for use in schools, by showing that women can and do undertake different types of employment and are successful in supervisory and management positions.

There is a need to examine carefully the materials which are presented to young people as part of their careers education. Do the materials re-inforce the segregation of male and female labour, or attempt to counter stereotypes? A checklist for materials might include the following points:

- similarities between men and women should be stressed, not their differences emphasised. No jobs should be regarded as male or female and it should not be implied that certain jobs are incompatible with one's sex.

- The content of careers materials should not imply that the holder is of one sex e.g. "Nurses may have to leave their jobs when they become pregnant", Bankers often move around the country with their wives and families".

- men and women should be shown employed at the same level of responsibility and also in non-traditional jobs. Job descriptions that give the impression that professional jobs are for men and support service jobs are for women, should be avoided.

One of the regional pilot projects run by the Verband Deutscher Schullandheime e.V. as part of the first EC Transition Programme developed additional teaching materials for residential seminars with young people in transition. The materials are designed to make young people think critically about occupational choice suggest to teachers ways of provoking sex-stereotypical statements and behaviour among students so that the issue can be brought to life in the classroom.

Address: Verband Deutscher Schullandheime e.V.
Mendelssohnstrasse 86, D-2000 Hamburg 50

- Men should not only be depicted as independent, active, strong and interested in their work, but also as caring and sensitive. Similarly, women should be shown to have ambition and career expectations.

- media techniques to create 'masculine' or 'feminine' moods should be avoided in careers films.

- neither men, nor women, should be trivialised (women should not only be described in terms of their physical attributes, when the mental attributes and professional status of men is being emphasised).

- childrens' reading books and careers materials should show parents working outside the home and show that domestic responsibilities and work for women, and for men, need not be incompatible.

- materials written in sexist language or with sexist images should be avoided.

- both sexes should be shown in visual materials, even where there are few people of a particular sex working in that field. If the illustration is in a 'real' firm and only one sex is shown carryin out a particular job, additional information is needed to make it clear that these jobs are open to both sexes. Or, if men and women cannot be seen doing the same job, it may be better if the film concentrates on showing processes, tools and machines instead of people. [2)]

4.4 COUNSELLORS

The interface between education and the world of work is one where links and relationships are slowly being forged and where co- operation between the different partners - education, guidance services, labour authorities, employers, training bodies, unions - is gradually developing. Better relationships are vitally important in order to improve the social and vocational integration of girls into the labour market. There is a very considerable dilemma facing education authorities, schools, teachers and counsellors as they prepare girls for the world of work. This is the existence of a sex-segregated labour market which discriminates against women. Until the partners in the world of work change their practices, attitudes and indeed, in some cases, legislation, concerning women and work, the educational partners may be forced to compromise their ideals and goals of equality for the sake of reality. Since it is the educational partners which have a professional responsibility to give girls and boys the best possible foundation for adult life, and since they may be more aware of the issues, they could take the initiative to open up a dialogue with the partners in the world of work. It is, perhaps, an area where teachers, education authorities and counsellors have something to teach the world of work.

- Careers programmes could include a section which looks specifically at the problem of discrimination in employment against women and which examines the barriers in training and employment which both sexes have to overcome.

- Encouragement and support from counsellors and teachers is significant for girls (and boys) who have expressed an interest in a non-traditional job.

- Careers counsellors may need special training to help them understand why girls make stereotyped vocational choices and to develop special techniques to help girls see beyond the stereotypes.

While careers education provides a general understanding of training and employment opportunities, vocational guidance is much more specific and focusses on making decisions between the various options open:

- One of the aims of vocational guidance should be to reduce ideas of what is "appropriate" for men and women and to concentrate on the actual skills, and the training and working conditions in different fields of employment. People should be guided by facts in making vocational decisions and not by myths or misunderstandings. It is ability, talent and skills (actual or potential) which ought to guide vocational choice.

- Vocational counsellors need to be able to demonstrate that it is possible to work in a non-traditional area and that training facilities exist. One method is to show young people that adults are employed in jobs which are not traditional for their sex and to show employers examples where this has been successful.

- Materials used by vocational counsellors must demonstrate what can be achieved by taking on non-traditional training and jobs and need to be designed in such a way as to communicate the realities to young people in a language they understand.

- Part of the vocational counselling services might include introductory courses to introduce young women to skills and tools which may be unfamiliar to them.

- Make sure the school has plenty of career information in technology fields, emphasising opportunities for women at all professional levels.

- Provide opportunities for girls to visit firms using computer technology.

Sexual division of the students into groups for vocational counselling has in several cases proved successful.
Some experiments have aimed at introducing girls/young women to crafts which are traditionally dominated by men. Women's experience of the use of tools is limited, their school and leisure-time interests do not develop their experience of them. The introduction to technical subjects and the use of tools has been carried out:

- as part of vocational orientation in the "Folkeskole". Introductory courses for several hours or days at technical schools have been given to girls where they have worked in workshops doing practical jobs. In this way they have obtained experience of workshops, of using tools and of making calculations.

- as an introduction to vocational training where for several weeks young women have tried various crafts, doing practical work in the workshops of technical schools.

- as an introduction to vocational training for young women who have been enrolled for a course but who have not yet started. The purpose of this introduction is to prevent them dropping out during the course itself.

Diversification of the Vocational Choices for Girls and Women. Danish Report for the B11 Action Group. 1984.

Report available in Danish and English from: Women's Bureau, Commission of the European Communities, 200, Rue de la Loi, 1049 Bruxelles, Belgium

A useful strategy might be to offer vocational counselling to employers and workers who are going to receive a trainee, or new worker, in a non-traditional area. Vocational counsellors could actively stimulate employers to take on more people in non-traditional areas:

- is it possible to take on more trainees for periods of practical work/apprentices/employees?

- could more of these trainees be women?

- could women/men be given non-traditional jobs/tasks within the firm?

There are many new interventions designed to open up schools to the outside world, so that schools can become more attuned to changes in the world of work. Equally, many of the new vocational preparation measures are bringing together different agencies.

- Liaison with local industries and employers could help to acquaint them with equal opportunities interventions in the school and to encourage them to accept school-leavers in non-traditional jobs.

'Although the experimental projects to encourage girls to enter craft and technician apprenticeships are funded by the Federal Government and employers of the trainees on a 75% to 25% basis, a whole range of other organisations are involved. These include the Federal Ministry of Education and Science, the Federal Ministry of Youth, Family and Health, the governments of the individual Länder and the labour authorities at both Federal and Land level; the individual firms providing the placement, training institutions within industry, the chambers of industry and commerce. The German Trade Union Federation and its Länder organisations, individual unions and their further training institutions: and, for older women, the adult education institutions and women's organisations.'

(Seeland S., 1979. Training and Labour Market Policy Measures for the Vocational Promotion of Women in the European Community: a synthesis. CEDEFOP report. Berlin)

Recommendations on Schooling and Sex Roles from the Employment Equality Agency, Ireland, 1984.

- The Agency recommends that the Department of Education increase its involvement and co-operation with parents associations and assist the school-based association of parents.

- The Agency recommends in favour of an extension of community based learning courses as a means of familiarising school pupils with various working conditions and affording them experience and confidence in their own abilities.
- the 'small key group' proposed by the Agency should consider how such courses might be co-ordinated with other equal opportunities initiatives and transition programmes which link education and working life.

- The Agency recommends that all bodies linked with the Department of Labour undertake as a priority the task of providing information and training to personnel with the objective of ameliorating sex segregation between young people at entry points to the labour market.

- The Agency recommends that the Youth Employment Agency considers the main findings of the ESRI Report [3] as a basis for policy decisions on the sponsorship and funding of training schemes which assist the transition of boys and girls from education to working life. Youth employment, training and work experience schemes should be monitored for their effectiveness in modifying sex segregation in the labour market.

4.5 PARENTS

- In preparing young people for adult life, skills in home management, budgeting and parenting should be stressed as important skills for all adults.

- Preparation for personal relationships should demonstrate the possibility of different styles of adult relationships and more equal distribution of tasks and responsibilities within the home.

- Preparation for independent adult life means that girls must be prepared for economic independence (via training and employment) and boys must be helped to develop skills of housekeeping and budgeting for personal independence.

- Special parents evenings could be arranged to discuss their daughters' careers together with local employers and unionists.

- Parents' evenings could also provide a forum to discuss the importance of science and technology and how to encourage their daughters to develop an interest in these areas.

- Parents should encourage their daughters to become involved with computers by providing opportunities to use them at home, or in computer clubs, or in evening classes.

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Sex Differences in Subject Provision and Student Choice in Irish Post Primary Schools."
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5 TEACHER TRAINING

"1) Special measures should be introduced to achieve an equally balanced representation of women and men throughout the education system:
- in all decision-making structures;
- on all Education Authorities;
- on school boards;
- in posts of responsibility within schools.

2) Special measures should be introduced to encourage a more equal distribution of women and men teachers in the different education sectors and levels, and across the subject spectrum:
- courses in school management and educational administration should, for the time being, prioritise the participation of women;
- Education Authorities and school boards should actively encourage women teachers to attend such courses and give them the material facilities to do so;
- the possibility of part-time work and of job-sharing in respect of school headships and school administrators should be given serious consideration.

3) Compulsory instruction on the nature, extent and effects of gender-stereotyping in education and in society as a whole, and analysis of practices designed to combat sex-typing should be included in all pre-service and in-service teacher training courses and programmes. Particular attention is drawn to the urgent need to develop such instruction in in-service training for both women and men teachers."

('Equal Opportunities for girls and boys in schools' Report of Conference on equal opportunities held in Brussels, 27-28 November 1984).

The above recommendations of the Brussels conference concerning the teaching force, point to two main areas for intervention. The first is in the recruitment, appointment and promotion of teachers and achieving a balance of male and female staff in all types of schools, across all subjects and all levels of responsibility. It is not the function of this handbook to suggest positive measures in this area; that is a matter for those who are responsible for the management of the teaching force in consultation with teaching associations and unions. Suffice to say that it is an important area and one in which recommendations exist in a number of countries, either drawn up by equal opportunities commissions, education ministries, local authorities, or teachers unions.

An assessment is currently being made of the consequences, for women's employment, of cuts in education expenditure. Depending on its findings, the Government will introduce positive discrimination in respect of State schools. The findings as applied to the rest of the education system will be discussed in consultations with the teachers' unions. The policy document entitled "Redistribution of work", which was submitted recently, proposed that it should be possible for a headship to be held by more than one person. Efforts are being made to remove obstacles in the way of part-time work. A manual will be issued to teachers and school boards which, it is hoped, will dissipate prejudices against part-time work. The differences in legal status between full-time and part-time teachers are not large and are being steadily reduced. Teaching is pre-eminently suited to part-time employment. In view of the high unemployment rate in education and the increasing need for jobs for women, strong encouragement for part-time work for both men and women is particularly called for.
Dutch Ministry of Education 1985.

The second area for intervention is concerned with alerting teachers to the effects of sex stereotyping in education and strategies and practices aimed at positive action in schools.

- Initial teacher-training courses for pre-school, primary and secondary school teachers should include instruction on the causes and effects of sex discrimination and stereotyping, and introduce teachers to new methods to counteract:
  - stereotyping amongst young people, boys as well as girls
  - sex bias which is built into different subjects and into curriculum materials on them.

- Training, as well as practising, teachers, could be encouraged to examine their own attitudes and behaviour towards boys and girls and how this fits in with their professional responsibility for the educational and social development of young people in their care.

"Progetto Donna" has recently produced a paper for the Province of Rome intended to raise the awareness of middle school teachers (11-14 years). These materials are now being used in in-service training courses in schools and for the training of vocational guidance teachers. The material includes chapters on:

- reasons why the materials are important
- preliminary test for teachers
- boys and stereotypes
- choosing a vocational training
- stereotypes in the school organisation
- stereotypes and the curriculum.

This paper will also be used in a course organised by the Province of Reggio Emilia, using financial support from the European Social Fund.
Address: Commissione Nazionale Parita, Via de Tritone, 46, 00871 Roma, ITALIA, tel. (Rome) 6781660

A regulation issued by the Ministry of Education in France in 1982 gave instructions that Heads of schools should be vigilant about sexism and in the following year, a letter from the Minister of Education recalled its intention to implement measures to combat sexism in teaching.

- Initial and in-service courses could examine ways in which sexism and stereotyping can be identified and counteracted, especially in teaching materials.

The Head of a French primary school and teacher trainer was asked to take on a project aimed at raising the awareness of trainee teachers, in their third year, to the history, sociology and educational aspects of sexism. The project was completed in 1984 and its materials include a 55 minute film called 'The Children of Sexism' and a teaching package consisting of texts for analysis, tests for the pupils, and slides to stimulate thought and discussion. One of the main objectives of this venture was to make future teachers aware of the need to use non-sexist materials in their teaching. The project was a joint venture between The Ministry of Women's Rights and the Directorate of Higher Education, France.
Film available from: Ministry of Women's Rights, 53, avenue d'Iéna, 75016 Paris, France

- Teachers need to have a thorough understanding of the sex discrimination/equality laws/constitution in their own country, as well as any regional or local educational policies on sex equality in schools. Courses on the legal and constitutional aspects of equality should also be available to administrators, advisors/inspec-

tors, school governors and local politicians involved in the education service.

- Since it will take a relatively long time for changes in initial training to have an effect on practice in schools, a major thrust is needed in the in-service training of teachers.

> In 1984, The Irish Ministry of Education held several series of seminars for practising teachers and school principals in different parts of the country. The seminars formed one part of an in-service training initiative to raise the awareness of the teaching force to sex inequality in education, and to present strategies for positive actions in schools. The initiative is continuing in 1985 with exhibitions and conferences.

- Special attention needs to be paid to the organisation of in-service courses/seminars to ensure that female teachers are encouraged to apply for, and participate in, in-service training in new and developing areas of the curriculum. Provision of childcare facilities, school-based courses and courses which do not entail long periods away from home, should be considered.

- School-based workshops and seminars on sex role stereotyping, discrimination in education and training, and on positive intervention strategies, are needed. Networks of teachers' groups, for exchange of ideas and materials and to look at ways in which sex differentiationcan be reduced within the school system, are also worthy of support.

- More research and information is needed, to be made available to teachers, on the different types and processes of sex stereotyping and inequality. Teachers require materials, resources, bibliographies and contacts for information, both for their own in-service training and development, and for use in the classroom.

The magnitude of the task of breaking out of traditional sex role stereotyping should not be underestimated. It is asking a lot of young people still developing towards maturity; it is demanding a great deal of teachers who, to a greater or lesser degree, are themselves the products of stereotyping. Time is needed for discussion amongst the staff in a school, and discussion with education authorities, parents and representatives from equal opportunities agencies. Any changes must be carefully planned and efficiently managed if they are to be successful.

It is hoped that both education authorities, higher education and teacher training bodies, and the teaching profession - teachers' organisations, trade unions and subject associations in each Member State, as well as teachers organisations at Community level - will consider carefully the professional implications for them of the suggestions made in this handbook.

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This paper is one in a series which is being produced on behalf of the Commission of the European Community on issues related to the Transition of Young People from Education to Working and Adult Life. It was prepared for the Commission by a team employed by IFAPLAN, an applied social research institute, based in Cologne.

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Responsible team member : Janet Smith

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This text has been prepared as a follow-up to the Resolution of the Council and the Ministers of Education of June 3, 1985, and is designed to help the preparation of national 'guides' in this area. It is therefore seen as a "European guide" which draws on examples from many Member States and deals, in a general way, with the range of issues which have to be faced.

Such a document cannot take full account of every national context; in some Member States action has already been taken on some of the problems described. In others, the examples offered may need to be adapted to suit the education system.

National versions of this 'guide' are, therefore, being made (in many countries) and will be available in early 1986 from :

Belgique francophone	Ministère de l'Education Organisation des Etudes Service Structures, Programmes, Méthodes et Documentation pédagogique Bureau 106 34, Boulevard Pacheco B - 1000 Bruxelles Tel° 219 45 80 (entre 14 et 16h00).
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